

Annual School Report

Primary

2016



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Michael's Catholic Primary School, Mittagong is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school's website by 30 June 2016.

Further information about the school or this Report may be obtained by contacting the school:

St Michael's Catholic Primary School
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Mittagong NSW 2575

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Parish Priest: Father Sean Cullen

Principal: Kayleen Petzer
Date: 16th December 2016

Vision Statement

The School Vision, inspired by St Mary of the Cross MacKillop, is that all children have a positive sense of community, have an appreciation of, and respect, for themselves as valuable people, have respect for other people and the world in which they live, have been given the opportunity to attain their academic potential, and, they are aware that learning is a lifelong experience.

Message from Key School Bodies

Principal's Message

St Michael's Catholic Parish Primary School is proud to present its Annual School Report (ASR) for 2016. This year marks 125 years of Catholic Education at St Michael's Mittagong. St Michael's school is an integral part of the Parish community fostering a close working relationship with St Thomas Aquinas at Bowral with whom we share a Parish Priest.

I take this opportunity to thank all those who have helped to make St Michael's the great school we enjoy today. I thank the Parish Priest for his wonderful support and guidance, the staff for their expertise and dedication, the parents for their continued support, and most importantly, the students who are committed to giving their best each day.

St Michael's is committed to ongoing school improvement and development, always seeking ways in which to work together as a community for the benefit of the students. The achievements of the school community are recognised and celebrated throughout the year. The School-wide Positive Behaviours for Learning (SPB4L) Framework reinforced the positive relationships throughout the school and has continued to provide clear guidelines for behaviour expectations and support. Students are all encouraged to be the best person they can be which is reinforced by our school-wide Social and Emotional Learning Program. Throughout the year the school community came together through prayer, service and fundraising to work with those less fortunate.

Parent Involvement

St Michael's has a very strong and supportive parent body. Parents are an integral part of our daily existence. This year the Parents and Friends Association (P&F) operated under an informal approach, with a core committee of three, supported by parent representatives from each Class, along with many parents who generously volunteer their time when needed.

We operate on a model of *"the money we raise this year; we can spend next year"*. At the beginning of each year the fundraising activities that will be held and which class will be responsible for hosting each activity are determined.

The following fundraising events were held by the P&F throughout 2016: Easter egg raffle, Mother's & Father's Day stalls, canteen at the Cross Country and Athletics Carnivals, School Disco and Walk-a-thon which together raised approximately \$7,300. Our Christmas Activities and BBQ completed the P&F fundraising for the year with a further amount of \$1,800 raised.

In 2016 the P&F was proud to provide funds to assist with the purchase of new musical equipment, Edison robots, soccer goals and netball posts along with the bus fare for the Year 5 excursion to Mary MacKillop Museum, the bus fare for the Year 6 Camp and contributing towards the bus fare for the Surf Life Education at Sandon Point.

Parents and Friends Association, Coordinator

Student Leadership

This year we trialled a new student leadership structure. Instead of having Captains each Year 6 student had the opportunity to be a school leader. There were 4 leadership groups; Sport, Mission, Environment and Social.

The Sport Group assisted with the various school sporting events throughout the year including the sports carnival, swimming, athletics and cross country. The Mission Group organised the Easter and Christmas appeals and fundraising for Project Compassion (Caritas). The Environment Group helped with the cleanliness of the school grounds and tended to the vegetable garden. The Social Group coordinated and arranged for the sale of soup during the winter and ice blocks during summer from the school canteen as well as hosting the school talent quest.

School leaders represented the school at Masses and monthly visits to the Abbey Nursing Home. All Year 6 students were on the roster to run the weekly assembly. Year 6 have enjoyed the opportunity of taking on a leadership role.

School Leaders

School Profile

School Context

St Michael's Catholic Primary School is a Catholic systemic co-educational school located in Mittagong. The school caters for students in Years K-6 and has a current enrolment of 176.

St Michael's Catholic Primary School, Mittagong was founded in 1891 by the Sisters of St Joseph of the Sacred Heart. The school was originally called St Joseph's School; the name was changed in the mid-1970s to reflect the link with the local Parish. During its long history the school has catered for both primary and secondary education and at one stage included boarders. The Sisters of St Joseph withdrew from the school at the conclusion of 2004. As a Catholic school that has solid foundations in the charism of the Sisters of St Joseph and their motto 'Pray and Labour', the school aim is to provide quality Catholic education for its students. This aim is clearly emphasised in the Vision and Mission Statements, which acknowledge the inspiration of Mary MacKillop, who is at the heart of all the efforts, endeavours and achievements.

The staff of St Michael's, with the Parish Priest, and under the direction of the Catholic Education Diocese of Wollongong Office, sought to continue to meet the educational and spiritual needs of students from the Parish of Mittagong and the surrounding villages.

The welfare of each child and their family, as well as the development of a deep sense of community, was recognised as the shared responsibility of the Priest, staff, students and parents of the school.

Whilst the school is an old school, it has been refurbished in recent years so the staff and students can enjoy modern and functional learning spaces. Religious Education played an integral role in the classroom as well as in the liturgical celebrations that took place. Belief in, and observance of the Gospel values, permeate the school in the way it promotes acceptance of differences and the value and dignity of each person.

Student Enrolments

2016 enrolments	
Boys	80
Girls	96
Total	176
Indigenous	5
LBOTE	3

The Diocesan Primary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.smmdow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Kinder	92.9%	94.4%
Year 1	93.8%	93.7%
Year 2	93.9%	96.1%
Year 3	92.6%	88.8%
Year 4	93.7%	94.8%
Year 5	94.7%	93.3%
Year 6	89.5%	93.4%
Whole school	93.1%	93.7%

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

Class rolls were marked each day before 9.30 am by the class teacher, using the Sentral electronic system. If any absence was unexplained, a request, in writing, was sent to families to notify them of the absence so that an explanation could be provided.

Students who knew that they were going to be absent in advance needed to apply for an exemption certificate if the absence was for three days or longer. If approved a certificate was issued. If the student had previously had such exemptions or had been absent from school regularly, the Principal requested a meeting with the parents. The Principal is able to approve up to fifty days of such leave. Students requiring an absence from school over the fifty days were required to make an application to the Diocese and the Minister for approval. If a student was absent from school for more than three days, without notification from the parents, the classroom teacher made contact with the parent. In the event of frequent absences, the classroom teacher discussed this with the parents. If there was no improvement, the matter was referred to the Principal who made contact with the parent. Absences were monitored regularly and letters sent to parents of students identified as risks. Letters varied depending on the frequency and whether they had received such letters previously. All letters reminded parents of their obligations to educate their children. Leave passes were issued for partial absences.

Staffing Profile

There are a total of 12 teachers and 6 support staff at St Michael's Catholic Primary School. This number includes 9 full-time, 3 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

*Australian Education Institution – National Office of Overseas Skills Recognition Staff

Teacher Attendance and Retention

The average daily teacher attendance rate for 2016 was 98%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2015 to 2016 was 99%. A teacher currently on parental leave will be returning in 2017 and will replace a temporary, part-time teacher contracted due to the absence.

Professional Learning

During 2016 St Michael's Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Michael's Catholic Primary School whole school development days involving 18 staff. These days focused on:

- Spirituality;
- Australian Curriculum History and Geography;
- Compliance; and
- CPR.

B. Other professional learning activities provided at school level including CEDoW run courses:

- Lamplighters (4 staff);
- Shining Lights (3 staff);
- Leading Indigenous Education (2 staff);
- Learning in Leadership (1 staff);
- Leading a Digital School Conference (4 staff);
- Diocesan Colloquium - Laudato Si;
- Igniting the Fire (1 staff);

- A Light For the World (1 staff);
- Phonemic Awareness (3 staff)
- Positive Schools Conference (2 staff);
- MiniLit Training (1 staff);
- Dyslexia Module (3 staff);
- Gifted Education (1 staff);
- Mental Health First Aid (2 staff);
- Working Memory Workshop (4 staff);
- Leading Libraries (1 staff);
- Oliver Training (1 staff); and
- Spotlight on Technology (3 staff)

The average expenditure by the school on professional learning per staff member was \$578.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$612.

Catholic Life & Religious Education

In 2016, many opportunities were provided for staff to enhance their spiritual and faith formation. Prayer and liturgical celebrations were a significant part of the life of the school community. St Michael's hosted a Mass for the combined staffs of the three Highlands Schools on the first day of the school year. On Thursday mornings, staff gathered together for prayer with staff members taking turns to prepare the prayer. The Principal and Religious Education Coordinator attended 'The Francis Effect' Colloquium. Several staff attended the Diocesan Education Mass during 'Catholic Schools Week'. The second year of the Diocesan 'Lamplighter' and 'Shining Lights' programs were attended by two sets of staff members and will be continued in 2017. One staff member participated in the 'Alight for the World' Program with another attending a Spirituality Day on 'Silence'. Three staff members continued their course of study in a Masters of Theology, one completing the course in 2016. The Principal, Assistant Principal and Religious Education Coordinator each attended an overnight retreat. Staff participated in a Spirituality Day organised by the Lamplighter Team. Several staff attended evening 'Highland Gatherings' once a Term for spiritual reflection. Staff meetings on the topics of Mission, Laudato Si' and Storytelling were held, as well as a meeting to reflect upon Religious Literacy data results from 2016.

Children of St Michael's School were immersed in many religious and prayerful experiences throughout 2016. The School Prayer was said at each morning assembly and classes took turns to prepare a prayer for the commencement of Friday whole school assemblies. A whole school Mass was celebrated to mark the beginning of the New Year, 125 Year Anniversary Celebrations and also the end of the school year. Special Feast days; Ash Wednesday, St Joseph and St Michael were also celebrated with a whole school Mass. Other significant days and weeks; particularly 'Catholic Schools' Week, Holy Week, Harmony Day, National Aboriginal and Islander Day Observance Committee (NAIDOC) Week, ANZAC Day, St Mary of the Cross MacKillop, Grandparents' Day and Remembrance Day were commemorated with a whole school liturgy. The whole school viewed a touring production of 'Young Mary', learning about the early life of St Mary of the Cross MacKillop. Students in Year 6 attended Mass with the Bishop at Bowral (co-hosted by St Michael's and involving the liturgy group). Christian meditation was introduced across the whole school, initially one afternoon a week. This initiative will be developed further in 2017.

Two Saturday evening combined School/Parish Masses were celebrated at St Michael's Church and were well attended by families and members of staff. The liturgy group, which comprised students from Year 3 to Year 6, instrumentalists and vocalists, joined successfully with the Parish of St Thomas Aquinas, Bowral liturgy group for the Confirmation ceremony. The liturgy group led the music at the First Holy Communion Mass, both school-parish Masses and each whole school Mass. Students of the liturgy group performed at an ecumenical 'World Day of Prayer' Service as well as a celebration for the local Uniting Church. A fun Christmas Concert featuring Andrew Chinn was held in Term 4, incorporating many carols and religious songs.

Students in Year 6 visited The Abbey Nursing Home each month to spend time with the elderly residents and attend a Communion Service. Year 6 leaders represented the St Michael's student body at the Project Compassion Launch and Sorry Day ceremony. Year 4 students represented the school at the Catholic Mission Launch. Continuing the initiative from 2015, each class held successful fund raising activities in support of the Maubara Orphanage in East Timor. The students in the Mission Group organised and promoted fundraising and donations for Project Compassion (Caritas) and the St Vincent de Paul Society's Winter and Christmas Appeals. Students in Year 5 organised a mini Fete to raise money for Sr. Anna Warlow's Indigenous Outreach Mission in Western Australia. Donations of non-perishable food items to the St Vincent de Paul Society appeals were very generous. Year 5 visited Mary MacKillop Museum in

North Sydney to learn more about the person to whom the school is so closely linked. Years 5 and 6 visited St Mary's Cathedral in Sydney as part of a combined excursion. As a whole school community, and within individual classrooms, prayers were offered for those in the local community and worldwide experiencing difficult circumstances.

Many children participated in Parish based Sacramental Programs for Penance, Eucharist and Confirmation. The school supported the Sacramental Programs with three staff members involved as Sacramental Associates. All Stage 3 students participated in the Diocesan Christmas Art competition. Of our allocated six entries, five student's works were chosen for display in the Diocesan Exhibition and one student's work was selected as a Diocesan Finalist for display at St Mary's Cathedral. This student's work went on to win the Highly Commended Award for Year 6 in the combined Sydney, Wollongong and Bathurst Diocesan Christmas Art Competition and Exhibition.

Two small groups of Year 6 students were selected for engagement in the Stretching Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) enrichment projects. The first group researched the history of the school and produced lovely artworks of the church and school buildings. The second group researched an environmental issue and produced a presentation and action plan inspired by Pope Francis' papal encyclical, *Laudato Si'*. This presentation was selected by a combined CEO and pastoral panel to be a leading example of environmental stewardship in the Diocese.

Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4.

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2016. The school cohort in 2016 consisted of 20 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 21 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students in Part A showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of Mary;
- knowledge of the seasons of the Church year; and
- knowledge of the Eucharist celebration

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- demonstrate an awareness of how they connect with God in Sabbath time; and
- demonstrate an understanding of the Sacrament of Penance

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 10% of students were placed in the developing level, 50% in the achieving level and 40% were in the extending level.

For Part B, 61.9% of students were placed in the achieving level and 38.1% were placed in the extending level.

Combining Parts, A and B, 75% of students were placed in the achieving level and 25% were placed in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2016:

Key Area 1 - Catholic Life and Religious Education

1.3 - Catholic Life and Culture

Goal: To have regular and well-planned opportunities which support the spiritual and faith development of students and staff.

1.4 - Parents, parishes and the broader Church

Goal: For the school to provide a variety of opportunities for the school and parish community to respond to the evangelising mission of the Church and facilitate the celebration of Catholic life.

Key Area 2 - Students and their Learning

2.2 - Rights and responsibilities

Goal: For the school to clearly articulate rights and responsibilities in whole-school policies, procedures and practices which are proactive and effective in promoting and sustaining the well-being of all.

Key Area 3 - Pedagogy

3.5 - Assessment

Goal: To develop a proactive whole-school approach to using data effectively to inform the teaching and learning process.

Key Area 4 - Human Resources Leadership and Management

4.1 - Recruitment, selection and retention of staff

Goal: For the school to continue to have a clear and strategic commitment to promoting a school culture that enhances the morale and well-being of staff with the skills and talents of staff at all levels consistently identified, acknowledged and celebrated ensuring staff remain challenged and committed in their work.

Key Area 5 - Resources, Finance and Facilities

5.4 - Financial management

Goal: To continue to use the Diocesan Financial Audit Report to inform improvement in the management of the school's resources.

Key Area 6 - Parents, Partnership, Consultation and Communication

6.2 - Reporting to the community

Goal: To continue to develop highly effective communication structures and processes that serve the community.

6.3 - Linkages with the wider community

Goal: To provide a variety opportunities for the school community to engage with Parish, local and wider communities and actively contribute to significant historical school and Parish celebrations.

Key Area 7 - Strategic Leadership and Management

Component 7.2 - Innovation, development and change

Goal: To actively involve the school community in reflective practices and shared decision-making processes that drive development and innovation.

School Review and Improvement components to be reviewed and rated in 2017:

A major focus for 2017 will be to sustain and deepen the initiatives which began in 2016. There are many ongoing components, all interconnected, and have deliberately been given staggered dates of duration. Students and their learning will continue to be a priority as the school aims to provide a richer and higher quality of pedagogy to meet the needs of all learners. Revised student leadership structures will continue to evolve in order to provide greater opportunities for all Year Six students to be engaged and lead.

The components to continue into 2017 are:

Key Area 1 - Catholic Life and Religious Education

1.2 - Religious Education

Goal: There is a quality RE program across the school that involves rich assessment tasks and the strategy of storytelling.

Key Area 2 - Students and their Learning

2.1 Educational Potential

Goal: For teachers to cater for student needs through the use and analysis of data in order for students to reach their educational potential. To be more effective with the use of assessment 'for, of and as' learning as part of the learning cycle.

2.3 - Reporting student achievement

Goal: The school will have access to long term assessment data.

Key Area 3 - Pedagogy

3.2 Provision for the Diverse Needs of Learners

Goal: For the teachers to focus on the specific needs of their students & to provide processes & practices that ensure all children's needs are met.

3.6 - School climate, learning environment and relationships

Goal: Staff to have access to all current policies and procedures.

Key Area 4 - Human Resources Leadership and Management

4.3 - An ethical workplace culture

Goal: For role descriptions to be clarified and redefined by the staff, in line with the expertise of personnel and the school needs, in order for each staff member to have a clear understanding of the expectations required to fulfil their roles.

4.4 - Succession planning

4.5 - Overall compliance with legislation and other requirements

Goal: St Michaels will have well documented processes for overall compliance with legislation and other requirements.

Key Area 5 - Resources, Finance and Facilities

5.2 - Use of resources and space

Goal: To fully resource classes to undertake challenging tasks in Mathematics.

5.3 - Environmental stewardship

Goal: The school community will participate in environmental stewardship and ecological conversion.

Key Area 7 - Strategic Leadership and Management

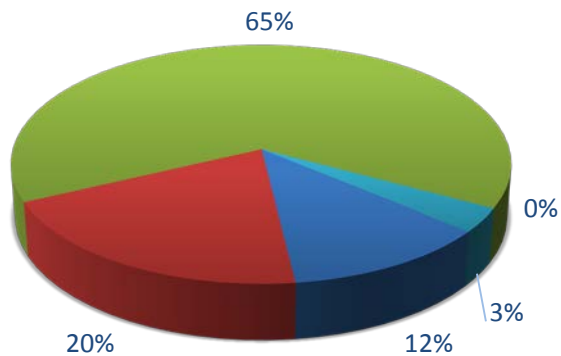
7.1 - Planning for improvement

Financial Summary

The school used the School Enhancement and Debt Servicing Obligation (SEDSO) funds to replace the air conditioners and to lay carpet tiles in the hall. The staff kitchen and bathroom facilities are scheduled to be refurbished during the break. The bathroom facilities in the hall will be refurbished during 2017.

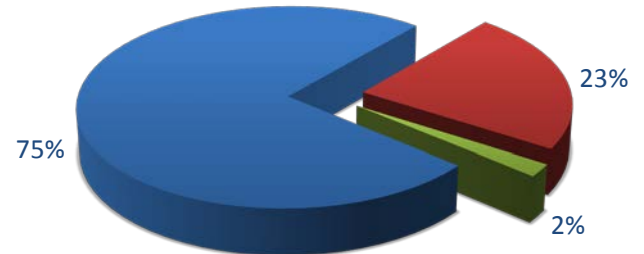
The following graphs reflect the aggregated income and expenditure for St Michael's Catholic Primary School, Mittagong for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.

Income



- Fees and Private Income
- State Recurrent Grants
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

Expenditure



- Salaries, Allowances and Related Expenses
- Non-Salary Expenses
- Capital Expenditure

Student Welfare

Catholic Schools are places based on the dignity of the whole person and provide witness to the Gospel Values of respect, justice and hope. These values are captured in the Diocesan and School's Pastoral Care Policy. The school-based policy provided information on programs to support students and families, approach to discipline, creating a safe school environment, codes of conduct and suspension/expulsion guidelines.

During the year St Michael's continued to implement the School Wide Positive Behaviours for Learning (SPB4L) Framework. It provided a consistent approach to behaviour management and support which created a very positive school climate with students, staff and families all having clear expectations.

The school has its own Personal Development program, "Be The Best Me I Can Be!". The program looks at the five Social Emotional Learning (SEL) competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision making. It was taught in Stages each Wednesday and used themes which taught associated skills such as resilience, relating, emotions, courage and goal setting. Part of the program is the principle of mindfulness; its core practice being focused on mindful breathing. Each day, after lunch and afternoon tea, all classes undertook the practice of mindful breathing. A new initiative this year has been the introduction of Christian meditation throughout Term 3. At the conclusion of each day each class had a 'Gratitude Circle' to express their thankfulness and reflect on its day. As part of the program, to instil the concept of giving and supporting others, the school chose a charity to support, The Maubara children's orphanage in East Timor, with each class undertaking a fundraising activity throughout the year. The school has continued to provide a "St Michael's Support" (SMS) Group for children from Stages 2 who were identified as requiring assistance with anxiety or social/friendship issues. Mentors were chosen for these children to provide additional support in the classroom and playground. The school had participants in the "Learning Assistance Program" (LAP) who were mentored by community members. All the pastoral care programs and initiatives fostered a positive, nurturing environment for the whole school. CatholicCare counsellors have undertaken programs that target specific groups of children, "Good Sports" with Year 4, and "Peacemakers" with Years 1 and 5. The Principal worked with targeted children in Year 1 with a friendship support program, "Let's Play Games".

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2016.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

St Michael's Catholic Primary School is a learning community committed to providing quality Catholic learning and teaching aiming to meet the diverse needs of all students. Each child is valued and encouraged to find meaning and purpose in their life through experiencing continual growth in faith and improvement in learning.

Curriculum and Pedagogy

Syllabus Implementation

The BOSTES syllabus documents, along with the Diocese of Wollongong Religious Education Curriculum form the basis of the courses of study devised and implemented by classroom teachers. All Key Learning Areas (KLAs) English, Mathematics, Human Society and Its Environment (HSIE), Science & Technology, Personal Development & Health (PDHPE), and Creative Arts are taught as required by the Board of Studies. This year saw the formal implementation of the BOSTES Australian Curriculum for H.S.I.E- History and Geography and consolidation of the Science Curriculum. There was ongoing professional development in these key learning areas. All classes taught the Diocese of Wollongong Religious Education curriculum, utilising the resources of Catholic Education Office Sydney Religious Education online.

The Diocesan Learning and Teaching Framework (DLTF) underpinned the programming, learning, teaching and assessment of all Key Learning Areas across K-6.

During 2016, St Michael's implemented many professional learning opportunities to further develop practices across the whole school. Staff in Early Stage One and Stage One was involved in personal development in phonemic awareness. Staff across each Grade/Stage received dyslexia training through a Catholic Education Office / Online Training for Special Educational Needs (OLT) course and presented their findings to other staff members for further discussion and implementation of practices. The use of the literacy and numeracy continuum assisted staff to track and plan for continued student progress. There was a high level of professional collaboration across all Stages of learning, creating consistency in practice and understanding.

Assessment and Reporting

An integral part of the learning cycle at St Michael's was assessment. A range of assessment strategies were utilised daily within each class to monitor and drive student progress. The data was used to cater for individual student learning needs. A whole school assessment plan was implemented to provide a consistent approach of formal assessment from Kindergarten to Year 6. Updated assessment results were recorded in a central location online for all teaching staff to access. Ongoing records were maintained and monitored throughout the year. Data walls were displayed for staff to see connections between year groups and areas of improvement and need across the school, which enabled future planning and provided stimulus for staff discussion. Work samples, anecdotal records and professional teacher judgements were also collected as evidence of student progress.

Learning progress was reported to parents formally and informally during the course of the year. Parent/Teacher interviews were conducted at the end of Term 1, followed by a Semester One written report at the end of Term 2 for Years 1-6. These reports are in keeping with Federal Government requirements, containing the common grade scale A-E. Kindergarten had an additional parent/teacher interview at the end of Term 2. Parents were encouraged to meet with teachers throughout the year to discuss their child's progress or to raise any concerns. A Semester Two report was sent to parents at the end of Term 4. The parents of Years 3 and 5 students also received the National Assessment Plan for

Literacy and Numeracy (NAPLAN) results in Term 3 and Year 4 received the Religious Literacy Assessment (RLA) results during Term 4.

Additional opportunities were provided for the parents and students with personalised plans to review and provide input into goal setting and future planning.

Integration

Integration across the KLAs enabled teachers to provide a variety of quality learning experiences whilst explicitly making connections with students' learning. Authentic integration at St Michael's was implemented across the Grades, particularly in Science and Technology, Human Society and Its Environment (HSIE) and Creative Arts. Classroom teachers were provided with opportunities to be involved in regular collaborative planning sessions.

Technology Supporting Learning

Classes were well resourced with Information and Communication Learning Technology (ICLT). All students had access to computers, iPads and digital cameras, as well as an interactive whiteboard in each classroom. Stage 3 implemented one to one iPads which will continue in 2017. All staff have participated in professional development throughout the year on using technology as an effective learning tool. Four staff members attended a three-day Digital Conference in Melbourne, continuing our ICLT professional development plan, looking particularly at coding, assessment and keeping up to date with the latest practices in ICLT. Experts from the Catholic Education Office also worked alongside classroom teachers assisting with the implementation of highly effective technology use. Many classes continued to use Google Docs and Hapara for sharing their work. Each Year 6 student had an Edison robot to code and then showcase their results to Year 5 and visiting students from another school in the Diocese.

Cross Curriculum

Teachers remain committed to daily two hour uninterrupted English blocks in the morning and 1-hour Mathematics blocks after the first break. An agreed practice for Mathematics and literacy (K-2) was in place across the school, which ensured a consistent approach to the teaching of English and Mathematics. Strategies used included explicit teaching, modelled, shared and guided activities, intervention focus for individual needs and phonological programs for those with specific needs. Teachers used a wide variety of cross curriculum strategies so that the students had many opportunities to improve their literacy and numeracy skills across all KLAs. All classes had access to rich, high quality resources to support the learning in all KLAs.

Key Learning Integration

This year was the school's 125th Anniversary and a major focus across the year was on the history of the school and Catholic Education in Mittagong. To incorporate Literacy and Numeracy Week with our 125 year celebrations, we held a History Day, where the children dressed as students of the late 1800's and participated in numerous activities related to early school practices. Year Six students coordinated games and activities throughout the day.

Indigenous Education

Indigenous Education continued to be integrated into the curriculum throughout 2016 creating a deeper understanding of the rich indigenous history and culture. The school was actively involved in NAIDOC celebrations and community based events with indigenous parents leading learning. All children experienced a workshop on Indigenous culture related to Science. Students represented our school at the Sorry Day liturgy in Minto. Two staff members participated in professional development days on indigenous education.

Environmental Education

Environmental education plays an important role in our school with classes researching environmental issues and taking action in various formats. Students from Year 5 experienced an environmental awareness day conducted by Wingecarribee Shire Council at Lake Alexandra. Year 6 Stretching Potential through Learning in Interactive and Challenging Environments in the Diocese of Wollongong (SPLICED) students researched an environmental issue, created an action plan and presented their findings to Council, Diocesan representatives and the local MP. The school Environmental Team were active in promoting environmental awareness via recycling, de-composting through a worm farm system and vegetable garden maintenance. Classes also incorporated messages from Pope Francis' encyclical *Laudato Si* into their learning.

Meeting the needs of all students

Student needs were met in a variety of ways. Additional funding supported 6 children who qualified for Students with Disabilities (SWD) from the CEDoW office. As part of this funding and with the support of outside agencies, as well as specialist staff from the CEDoW Office, programs were devised and implemented to ensure these children received support with their learning.

Other students were well catered for with a differentiated curriculum. The Principal and Assistant Principal ran support programs such as MiniLit, literacy, numeracy and ICLT across the school. School support officers (SSO) supported class teachers with particular learning needs of targeted students in classes including Mini and Multi-lit programs.

Social skills programs, for individual classes and students requiring support in developing positive relationships, were implemented. Some students continued to participate in the Learning Assistant Program (LAP) throughout the year. This successful program continued to be supported by the community. Managing Student Pastoral and Educational Concerns (MSPEC) meetings continued to take place regularly to support students who may need some additional support.

Diversifying learning

Learning is diversified through the daily delivery of the curriculum using the explicit teaching model: guided, modelled and independent teaching. Assessment data was utilised to identify students' knowledge and skills, ensuring the learning needs of all students are met. Self-directed learning opportunities are also provided.

Throughout the year identified students in Stage 3 were provided with the opportunity to participate in the Wollongong Diocesan Gifted Education Program - SPLICED. Our students had the opportunity to work with other Southern Highlands schools in workshops and CEO lead instruction. Students participated in two programs-

- ***Sandstone Hardwood and Heart SPLICED Program*** which involved Year 6 students researching and writing the Historical Narrative of our school and creating artworks of our school and Parish. This work was showcased at Grandparents Day and at the Catholic Education Office; and
- ***"Cry of the Earth" SPLICED Program***, which was a researched based task looking at Pope Francis' Encyclical *Laudato Si* and their action response to an environmental problem. Our team was one of eight teams selected from thirty-eight teams, to present their research presentation to a team headed by our local MP.

Personalised Learning Plans- Special Education and Gifted Education

Where the needs of students require further support, Individual Educational Plans (IEP's) are designed, implemented and monitored. IEP's are developed to target the precise needs of students in areas such as

literacy and numeracy as well as for students identified as gifted. Interviews were held regarding these IEP's with the students' parents twice in the year, and as the need arose. Personalised Learning Plans (PLPs) continued to be developed for Aboriginal students, in collaboration with parents and teachers, to support a deeper understanding of Aboriginal culture.

Expanding Learning Opportunities

St Michael's continued to provide a variety of expanded learning opportunities for students. Students from Years 4 to 6 formed the St Michael's Liturgy Group as either Choir members or instrumentalists. The liturgy group led the music for many school and Parish Masses and Sacramental celebrations throughout the year.

A wide range of activities with guest speakers, and incursions supplemented the children's experiences. These included Young Mary MacKillop incursion, Indigenous Science, Questacon, Healthy Harold, Surf Life Saving, which provided input about beach safety, shoe-tying in-service, Pet Safety, Musica Viva, plays and music concerts at local schools, Book Week and History Day celebrations and a Christmas concert.

Community events were also well attended by students from St Michael's such as the Wingecarribee Council environmental day, Anzac Day March and a hands-on science day at the local RSL club for local primary schools.

All year groups went on excursions to further investigate concepts they were learning in class. Kindergarten had a farm day in Moss Vale, Years One and Two went to the Wollongong Science Centre, Year 3 went to Hyde Park Barracks, Year 4 went to the Campbelltown Bike Education Centre and the Australian Museum, Year 5 went to the Mary MacKillop Centre in North Sydney, Years 5 and 6 went to Hyde Park Barracks and St Mary's Cathedral and Year Six attended a three day camp at Berry Sports and Recreation Centre. Students from Years 3 to Year 6 went to Sandon Beach for a Surf Skills and Education program at the end of the year.

Competitions

Students had the opportunity to participate in the University of New South Wales (UNSW) academic competitions. This is a voluntary entry and students were recognised for their involvement at school assemblies throughout the year. Students also participated in the Premier's Reading Challenge. Stage 3 students were given an opportunity to participate in the Diocesan Christmas Art Competition, where one of our students won the Highly Commended Award for Year 6 across the Sydney, Wollongong and Bathurst Dioceses. Students also participated in the Bowral and District Children's Art Competition.

Sport

There were also a wide variety of opportunities for students to participate in sporting activities. Students took part in various gala sport days, swimming carnivals, athletic days, cross country, netball and AFL competitions. Students were able to compete at school, local, diocesan and state level, so that those with sporting talent had numerous opportunities to be involved. Our whole school participated in a walkathon organised in conjunction with the Parents and Friends committee.

Public Speaking

Students in Stage 3 participated in the Diocese of Wollongong North West Cluster Public Speaking Challenge.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

The 2016 NAPLAN results again highlighted the significant growth in literacy and numeracy, particularly from Year 3 to Year 5. There were twenty-one Year 3 students and twenty-nine Year 5 students who sat the 2016 NAPLAN testing. The minimum standard was met across all areas in Year 3, while there was a number of students below the minimum standards in Year 5 for Grammar and Punctuation and Spelling.

Many students achieved a higher growth than expected with 82% achieving greater than or equal to expected growth in numeracy. The average school growth for numeracy from Year 3 to Year 5 was an outstanding 119 points, with one student showing a growth of 243 points, this growth was significantly above the growth across the State.

From analysis of results staff have highlighted areas for future focus.

Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

NAPLAN 2016: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	10%	29%	62%	4%	59%	37%
	National	12%	37%	49%	16%	47%	35%
Writing	School	0%	48%	52%	15%	70%	15%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	10%	38%	52%	22%	52%	26%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	5%	29%	67%	15%	44%	41%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	10%	62%	29%	7%	70%	22%
	National	13%	49%	36%	17%	53%	28%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2016: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	93%
	National	95%	93%
Writing	School	100%	93%
	National	96%	93%
Spelling	School	100%	83%
	National	94%	93%
Grammar & Punctuation	School	100%	86%
	National	96%	94%
Numeracy	School	100%	93%
	National	96%	94%

Parent, Student and Staff Satisfaction

Parents, carers, staff members and various students were surveyed to provide each group with the opportunity for input into areas affecting learning and teaching and the general environment of the school. The information provided will be used to assist with future planning, improvements to policies and updating curriculum programs.

Parents

Satisfaction data was gathered via a parent survey. The survey was issued to 114 families with a total of 32 responding. Overwhelmingly parents gave positive comments including: -

- the access to various forms of communication such as the school newsletter, Facebook, skoolbag app, website, parent/teacher interviews, school noticeboard, notes and grade information evenings;
- the wonderful spirit of the community and how that permeated throughout the school;
- the respectful way teachers and students treated each other;
- the pride that students and teachers had in the school;
- the staff being friendly, approachable and good role models; and
- the many ways parents could volunteer and contribute to the school life through assemblies, classroom involvement, school fair, sports carnivals, Grandparents day.

When asked if they would be interested in attending parent information sessions, the majority said yes. Topics suggested for discussion were: curriculum, use of technology, raising resilient children, anti-bullying and internet safety.

Students

Students were surveyed and positive comments were made regarding the teachers, their classmates, the learning opportunities available and the school uniform. Suggestions for improvement included increasing the time spent on sport and physical activity, the installation of the netball court and playground equipment within the grounds. When asked how the school encouraged them to be “the best me I can be” examples of responses included:

- be positive;
- be kind;
- encouraged to try our best;
- try new things; and
- be respectful

Staff

Staff responses indicated that they enjoyed working in a small school environment where students and fellow staff members were a pleasure to interact with and supportive of each other. Staff members believe the school helps students develop their knowledge and understanding about Catholic tradition.

Staff responses indicated that the school could continue to improve by: -

- providing more creativity opportunities; and
- providing more structure on the field “play time”.

Several members provided suggestions to further their professional development in 2017. Examples included technology, programs for early learners, Maths, developing literacy and writing skills. Staff appeared happy and satisfied with all areas of school life. Staff retention rate is high.



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